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ABSTRACT

This report presents results of a questionnaire given to students involved in the competency-based teacher education program of the Hamburg central schools and SUNY at Fredonia. The program involves (a) the teaching of methods courses on-site, and (b) providing an opportunity for interns to blend theory into practice during a full-year internship. A four-part questionnaire designed to gain insights into the reactions of interns and elicit their recommendations for change was sent to each student. The results of each section are examined separately in the report. Section 1 focuses on colleges attended, academic honors, Hamburg Teacher Education Research Center (TERC) information sources, interview schedules, employment leads, and interaction with placement center personnel. Section 2 presents intern reactions to the coordination of activities of intern relationships with cooperating teachers and college staff. Section 3 discusses intern reactions to TERC-related experiences. Section 4 summarizes participant comments. A chapter on intern employment opportunities, and appendixes concerning intern information, colleges attended, and employment status are included. (Author/JS)

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HAMBURG CENTER INTERN FOLLOW-UP

Second Year, 1974

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U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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Teacher Education Research Center

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SP 009 264

Foreword

The Hamburg Center Intern Follow-up--Second Year, has been one way of assessing the development of the Hamburg project. The information contained in this report provides a basis for comparing reactions of the first and second year target groups.

The interest and recommendations of Dr. Daniel W. Wheeler, Coordinator of the project, the staff of the Hamburg Teaching Center, and the staff of the Teacher Education Research Center have been most helpful.

Typing assistance in preparing the manuscript was provided by Mrs. Marian Anderson. The investigators appreciate her efforts in helping to produce the report.

The investigators extend special recognition to the interns who completed the questionnaire, the employment card, made the effort to express their views, and offered concrete suggestions for further development of the Center program. Without their support, the study would not have been possible.

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Chapter 1

Introduction

The Hamburg Central Schools and State University College, Fredonia, inaugurated a Competency-Based Teacher Education program in the Fall of 1972. The program, which involved teaching of methods courses on-site, provided an opportunity for interns to blend theory into practice during the full-year internship.

A Steering Committee comprised of administrators and faculty representatives of the Hamburg Central Schools and representatives of College administration, Education Departments, and the Teacher Education Research Center (TERC), has provided direction to the Center since it was organized.

The first-year competency-based teacher education program involved 12 competency areas. For the second-year group of interns, the program was narrowed to focus on 5 major categories. This was the major change in the program. Otherwise, Dr. Daniel Wheeler, Coordinator of the Hamburg Center, administered a comparable program for the 32 interns enrolled for the second year, 1974.

There were specific influences on the 1974 interns which gave them an advantage over the first year candidates. For example, assessment and evaluation measures of the first year's experience provided guidance in planning the second year program; a summer workshop which involved school and college personnel was

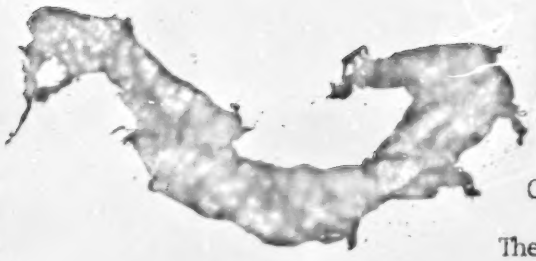
held to refine the program; the 1974 interns had a peer group (the 1973 interns) to contact for discussing the background and procedures of the Hamburg Center project.

A questionnaire designed to gain insight into the reactions of interns and to elicit their recommendations for change was sent to the 1973 group. The 1974 interns who were trained in the Hamburg Center received a modified form of the instrument. Many items were identical; thus, interns' responses were compared on various points.

The 1974 graduates completed the questionnaires during the last week of the academic year. The returns provided information about the strengths of the program and areas which needed improvement. Personal opinions were elicited through the use of open-end items. The employment section of the initial questionnaire was dropped completely from the format because of job-market conditions. An alternate plan was initiated to inform the investigators by returning a postcard (see Appendix B) when a position was attained. By November, all but one questionnaire had been returned.

The aforementioned studies have provided one part of a rather comprehensive evaluation of the program. Other aspects of the program are described by Bicknell and others in separate reports.

The students were given an opportunity to respond to specific questions about their experiences, to reflect upon the Center approach to teacher preparation, and to comment on employment prospects. The investigators think that the responses were honest and candid and that these data provided a valuable source of information with respect to the effectiveness of the Hamburg Center project.



Chapter 2

The 1974 Study

The questionnaire given to the 1974 interns was divided into several sections. College related information was sought in the first part of the instrument while another segment concentrated on Center activities. Employment-associated information, including job applications and interview compilations, was obtained. Open-end items were provided within specific areas. These personal comments are discussed as the final phase of the study (see Appendix A).

Section One: College Related Information

The first section of the questionnaire was designed to focus on colleges attended, academic minors, Hamburg Center informational sources, interview schedules, employment leads, and interaction with Placement Center personnel. A series of yes-no items and checklists were used in this section.

College affiliation. In terms of college affiliation, the 1974 interns were a great deal different from the 1973 interns. Of the 32 interns, 23 (72%) attended Fredonia for their entire college career, compared with 10 (38%) of the 26 interns from the previous year. There was no 1974 intern who attended another SUC unit as compared to 2 interns in 1973. There was also a decline from 9 interns in 1973 to 5 interns in 1974 who attended community colleges before enrolling at Fredonia.

A decline was noted in the number of interns who previously attended private colleges (from 8 to 3). One 1974 intern attended

a foreign college, compared with none the previous year.

Appendix B, page 25, indicates other colleges that interns had previously attended. The 1974 interns were a very homogeneous group in terms of college affiliation. (See Table 1).

Table 1. Colleges Attended by Interns

Type of College	N=26 1973	N=32 1974
SUC, Fredonia (4 years)	10	23
SUC, Units (other than Fredonia).	2	0
Community College	9	5
Private College	8	3
Foreign College	0	1
Total	29*	32

*The totals exceed the number of respondents because of multiple responses.

Academic minors. As with the previous group of interns, a majority, 17 (53%) of the 1974 group chose the social sciences. This total included 3 interns with dual minors involving social sciences in combination with music, math, and French.

English was chosen by 4 interns as a minor while 4 more chose Spanish. There were 2 interns who selected a math minor and one each who selected a minor in political science, French, science, and art. A dual minor of sociology and psychology was chosen by one intern.

Center information sources. The 1974 interns used, to their advantage, an information source not available to the previous group. This information source was the 1973 interns. There were 7 of the 1974 group who claimed to have learned of the Hamburg Center by talking to 1973 interns.

Table 2 shows all sources of information for both years and indicates the number for each category.

Table 2. Hamburg Center Information Sources

1973 Interns	N=26	1974 Interns	N=32
College Professor	1	College Professor	4
Office of Field Experiences	14	Office of Field Experiences	9
Friend or Classmate	9	College Student	12
Communication Media	1	Communication Media	5
Center Faculty	3	Center Faculty	0
Other	0	Previous Intern	7
	*28		*37

*The totals exceed the number of respondents because of multiple responses.

Included in the college-associated series of questions for the 1974 interns were several items related to job applications and employment leads.

Of the total group of 32 interns, 28 actively sought teaching employment. Table 3 contains a breakdown of the number of applications compared with the number of students.

Table 3. Employment Applications (Out of 28 Who Actively Sought Employment Teaching)

Number of Applications for Employment	Number of Interns
1 - 5	4
6 - 10	7
11 - 15	6
16 - 20	2
21 - 25	1
26 - 30	4
31 - 35	1
36 - 40	0
41 - 45	0
46 - 50	2
over 50	1
Total 550	Total 28

Average: 20 per intern

An indicator of the tightness of the job market is the fact that, out of the 550 applications for employment, only 40 applicants were interviewed for jobs. Of the 28 interns who sought employment, the average number of interviews per intern was 1.4, as compared with the average of 20 applications made.

Another item was particularly noticeable: eleven (39%) of the interns were never called for interviews. Table 4 shows the

number of interviews that each student obtained.

Table 4. Number of Employment Interviews Obtained by 28 Interns

Number of Interviews	Number of Interns
0	11
1	7
2	6
3	1
4	1
5	0
6	1
7	0
8	1

Placement. The total group responded very positively to the questions pertaining to the support of the College placement office. There were 31 (97%) interns who registered at the placement office; and, of this total, 29 (90%) received employment information from that source.

In response to the item relating to receiving employment information from individual professors, 4 of the 28 (14%) interns indicated they had received assistance.

Section Two: Center Coordination of Activities

Reactions to the coordination of activities of intern relationships with cooperating teachers and with College staff were solicited through a series of yes-no items and one open-end question. Comparisons between the two groups of interns who completed the student teaching experiences are made whenever feasible in this part of the report.

Staff-Intern Relationships. This section focused on the relationships between the interns and College staff and the interns and cooperating teachers. In answer to a series of yes or no items, many of the 1973 interns chose not to respond to the questions while all of the 1974 interns replied to every item. The item concerning sufficient feedback by cooperating teachers was answered positively by 23 (72%) of the 1974 interns as compared with 17 (65%) of the 1973 interns.

There were 25 (78%) of the 1974 interns who felt that there was adequate coordination of college courses and classroom assignments as compared with 13 (50%) the previous year.

A very substantial change was noted in the responses to the question concerning sufficient indoctrination to the program prior to assuming teaching duties. A majority, 24 (75%) of the 1974 interns felt that there was sufficient indoctrination as compared to 8 (31%) of the 1973 interns.

Proper channels were available for discussion and alleviation of problems according to 28 (88%) of the 1974 respondents.

The only question which showed a decline in positive response

concerned sufficient feedback by College personnel. There were 13 (50%) interns, one-half of the 1973 group, who felt that they received sufficient feedback concerning their classroom activities, while 10 (31%) of the 1974 group felt that the feedback was adequate.

Table 5 shows a comparison of the 1973 and 1974 intern responses to Center coordination activities.

Table 5. Center Coordination Categories with Comparisons

	1973-1974				1972-1973					
	Yes		No		Yes		No		No Response	
	N	%	N	%	N	%	N	%	N	%
Sufficient feedback on classroom activities by college personnel. . . .	10	31	22	69	13	50	9	35	4	15
Sufficient feedback on classroom activities by cooperating teachers . .	23	72	9	28	17	65	5	20	4	15
Proper channels available for discussion and action on problems . . .	28	88	4	12	17	65	4	15	5	20
Coordination of college courses and classroom assignments	25	78	7	22	13	50	8	30	5	20
Sufficient indoctrination to program prior to assuming teaching duties	24	75	8	25	8	31	12	46	6	23

Open-end items followed questions about college courses and classroom activities. When asked for ideas on coordinating the major elements of the program, 19 (50%) interns were ready with suggestions which ranged from statements that pointed up a communication lag (4 statements) to statements that pertained to methods (8 responses).

Comments which focused on methods courses are characterized by this response:

> More implementation of method work in the classroom. This should be observed and evaluated by professors.

A need for greater cooperation between the methods professors and cooperating teachers was expressed by several interns. A comment which conveyed this idea was:

> More coordination between cooperating teachers and methods professors in addition to interns! More of a triangle.

Section Three: Hamburg Center Information

The questionnaire provided an opportunity for interns to reflect on Center experiences in regard to staff relations, educational opportunities, and the value of the Competency-Based Teacher Education (CBTE) approach. Responses were elicited through the use of a three-point rating scale with ratings marked - Usually, Occasionally, or Seldom. Table 6, page 11, shows all sources of information contained in the discussion which follows.

There were four areas which received strong support by the 1974 interns and which showed increased approval as compared to the 1973 group. In 1974 the provision for putting theory into practice was seen as very adequate by 75% of the group as contrasted to 54% in 1973. There were 24 (75%) of the 1974 interns who agreed that the CBTE program usually clarified perceptions of the scope and depth of teaching as compared to 8 (31%) interns in the 1973 group. Both years' respondents felt that the opportunity to work with three cooperating teachers served to increase the use of methods material in the classroom (69% in 1973 and 66% in 1974). Increased approval

Table 6. Categories of Center Experiences

Statements Regarding Center	Usually N	Usually %	Occasionally N	Occasionally %	Seldom N	Seldom %	No Response N	No Response %
Center provision for putting theory into practice.	24	75	8	25	0		0	
Use of methods material strengthened by working with three cooperating teachers. .	21	66	9	28	2	6	0	
Degree of opportunity for professional relationships with college professors . . .	14	44	14	44	4	12	0	
Degree of application of academic minor to classroom situations	12	38	11	34	9	28	0	
Degree of incorporation of classroom situtions to method class discussions . .	15	47	13	41	4	12	0	
Degree to which involvement in Center approach would be encouraged to others . .	27	84	3	10	2	6	0	
Degree to which CBTE clarified perception of scope and depth of teaching.	24	75	7	22	1	3	0	
Degree of opportunities for individual conferences with college staff	13	41	15	47	4	12	0	
Degree to which 2 student teaching situations in different schools would be endorsed.	5	16	9	28	17	53	1	3
Degree to which 2 student teaching situations in 2 different school systems would be endorsed	11	34	12	38	9	28	0	
Degree of preparation prior to beginning each teaching situation was adequate. . .	12	38	16	50	4	12	0	

of the Center approach was shown by 27 (84%) of the 1974 respondents who stated that they would usually recommend this approach to others while in 1973, 18 (69%) of the total number of interns made this recommendation.

In 1974, 28 (88%) of the interns felt there was opportunity for professional relationships with college professors with responses evenly divided; 14 (44%) checked "usually" and another 14 interns (44%) checked "occasionally."

The degree of incorporation of classroom situations into methods discussions was seen as adequate by the interns. Results showed: 15 (47%) responded "usually," and 13 (41%) responded "occasionally."

Reactions of respondents to the opportunity for individual conferences with college staff was rated "usually" by 13 (41%) of the group, while 15 (47%) rated this area "occasionally."

Preparation prior to beginning each teaching situation had mixed reactions. There were 12 (38%) of the participants who stated that it was "usually" adequate. Another 16 (50%) of the interns viewed it as "occasionally" adequate.

There was support for having available two student teaching situations in different school systems by 18 (69%) of the interns in 1973 and 23 (72%) in 1974. It is noted that over half (53%) of the respondents for both years saw three student teaching situations in different schools as superior to two situations.

Academic minors were "usually" felt to be useful by 12 (38%) of the 1974 interns. There were 11 (34%) of the respondents who indicated that they used material from their academic minor "occasionally."

There were 9 (28%) of the interns who "seldom" applied material of academic minors in the classroom.

In response to the open-ended question, "Do you feel that a different intern program would have been more beneficial to you?", 18 (56%) of the 1974 group offered comments which supported the Center apprcach. Comments included:

> No, I wouldn't feel prepared to teach on my own after an eight-week experience.
>
> No, one year's experience is necessary for everyone. I personally feel the traditional semester is not enough.
>
> No, the one year experience was excellent and very necessary, I think, in order for me to feel like a complete teacher.
>
> From what I know of other programs, I like the Fredonia-Hamburg one best. The classroom time was very beneficial.

There were 3 (9%) of the interns who chose to make negative responses and no reasons were given. Qualifying statements of a constructive nature were made by 11 (35%) of the interns. Examples were:

> I would have benefitted from taking some education electives - Open Education, Literature, etc., but otherwise, no.
>
> I am pleased with my experience. There are still flaws to be dealt with, but I'd do it over again.
>
> No, the program itself has a terrific basis - if it was carried through - too little supervision and methods interaction. Some cooperating teachers did not understand their role.

Reasons for electing the Hamburg Center for student teaching experiences were requested in another open-end item. The responses fell into five major categories: (1) length of teaching experience, (2) expense factors, (3) methods courses, (4) more beneficial program, and (5) the off-campus situation. The majority of responses (78%) fell into the category on the length of the teaching experience. A sampling of intern reaction on this item follows:

> The idea of practice teaching for a full year intrigued me a great deal. I also like the idea of methods and practice teaching being combined with both being incorporated within the one year.

> The (1) amount of experience in teaching different levels (a possible edge in the job market), (2) I wanted to be part of an experimental problem and I thought it offered a lab.

Typical of the reactions to methods courses taught on-site was this statement:

> The interrelating of methods work and classroom experiences appealed to me. I felt I would be much more prepared to teach as a result of the program.

In answer to the query, "Did the program live up to your expectations?", the respondents were most candid. A sample of critical feedback which 5 (15%) of the interns made is:

> I didn't learn as much as I anticipated I would. I was often disappointed that the school personnel weren't more receptive of the interns.

Indicative of the 11 (34%) responses which contained both positive and critical feedback was this statement:

> Yes, and then some. I had not anticipated quite as much work but still found the experience quite fulfilling.

It would be remiss not to mention a recurring theme that ran through the comments of 17 (53%) of the interns. It was a concern for the screening procedures in the selection of co-operating teachers and the preparation which they received prior to having an intern assigned. Perhaps their attitudes were highlighted by the many demands of the competency-based Center. But it was there!

Section Four: Personal Comments

The final item on the 1974 questionnaire sought the personal comments of the interns. This provided the respondents with an opportunity to express themselves without the restrictions of a forced response. Only one of the thirty-two 1974 interns chose not to express his views of the Hamburg Center. Comments ranged from critical to praising.

Critical comments were given by 4 (13%) of the interns. One example was:

> More preparation should be given to cooperating teachers. Many do not know what is expected of an intern or what the competencies mean.

Combined positive and critical viewpoints were made by 7 (22%) of the participants. One statement reads:

> We could have used some time between situations. I would have liked an opportunity to sit in on other classrooms and observe some of the other teachers and grades in the school. Some of the cooperating teachers should not really have interns, they are too busy, or not willing to devote the time and effort that an intern needs. On the whole, I think the program was great.

Positive and/or constructive responses were given by 20 (63%) of the interns. This comment is exemplary:

> This program has been a great experience for me. Everyone concerned has been terrific and quite helpful. The professors were all concerned and interested in helping as well as the cooperating teachers, on the whole. I hope this program will continue, with the same staff, since they have made this program.

Chapter 3

Intern Employment

An employment section was not included in the modified instrument which was distributed to the 1974 participants of the Hamburg Center program. It did not seem appropriate to include items of this nature because of the time factor (the questionnaire was given to the interns in May while they were still assigned to schools) and the economic picture (budgetary problems within schools and the "supply and demand" factors of the teaching profession).

To obtain the necessary employment information, the interns were asked to complete a postcard on which basic questions were included (see Appendix C). Responses trickled in slowly. A second appeal by letter or telephone was necessary to secure a return from 31 (97%) of the interns.

A breakdown of the employment picture for the 31 respondents revealed that there were 3 interns who did not look for positions, and 1 undergraduate student in the group ($N = 27$). Of the 27 Hamburg Center interns who applied for positions, there were 15 (56%) who secured full-time teaching positions. Teaching-related roles were accepted by 3 interns while 6 acquired other types of employment. There were 3 interns who settled for substitute-teacher work and another 2 who had their names on substitute-teacher lists and were

working at other jobs which would not interfere with a substitute-teaching position if one should arise (see Figure 1).

Figure 1. Employment Picture of 1974 Interns in Hamburg Center

Category of Employment	Number of Interns
Full-time teachers	15
Substitute-teacher lists (only)	3
Teacher-related employment	3
Didn't apply*	3
Undergraduate	1
Other positions**	6
No response	1
	32

*One person who didn't apply received a position.

**Two interns who were on substitute lists held other jobs after school hours. One did not seek a teaching position.

In considering full-time and substitute teachers in combination with teacher-related positions, there were 23 (85%) interns who were applying their educational background in their jobs. The Hamburg Center interns were generally successful in securing positions.

Chapter 4

Reflections

Reactions of 1974 interns to the Center program in its second year of operation showed that considerable progress had been made. Positive responses regarding important areas of the program were significantly higher. Of particular importance was the increase in the number of interns who found the following to be true: the competency-based program had clarified their perceptions of the scope and depth of teaching; the opportunity for individual conferences and professional relationships was sufficient and valuable; the processes for solving problems worked satisfactorally; and the coordination of course work and classroom experience was adequate.

There was a substantial increase in the number of interns who would encourage others to select the program.

The questionnaire brought out some strengths that had been built into the Teacher Center during its second year and also gave constructive criticism which indicated a direction for growth and improvement in the future. Some areas that showed need for further consideration and growth are: orientation for each teaching situation; discussion of classroom problems and successes in seminars; and discussion of child-intern and teacher-intern relationships and interaction.

An intern summed up her reasons for entering the program and her reactions to it:

> I wanted a lot of classroom experience because I wasn't sure if I wanted to be a teacher. With more experience I felt the decision to enter the teaching field would be put in a better perspective for me, and it was. I love teaching!..... I derived a lot of satisfaction from this program on a professional level. I feel very confident as a teacher and the program has helped me view teaching in a realistic perspective.

After two years, and after 58 interns had completed the training, the program seems to be changing and developing to fit the needs of future teachers.

Appendix A

CENTER PROJECT

INTERN QUESTIONNAIRE

1974

NAME_____ SOCIAL SECURITY NO._____

BIRTH DATE_____ SEX_____

DIRECTIONS: Please check (X) applicable items.

C.A. 1. Was Fredonia the only college that you attended? Yes__ No__

If not, what other college did you attend?_____

2. What was your academic minor?_____

3. How did you originally hear about the Center approach?

a) previous intern __

b) college student (other than intern) __

c) College professor __

d) Office of Field Experiences __

e) Communication media __

f) Center faculty __

4. Have you made application(s) for teaching position(s)? Yes__ No__

5. If so, how many? _____

6. How many interviews have you had? _____

7. Are you registered at the Placement Center in Fredonia? Yes__ No__

8. Have you received information about employment possibilities through the Placement Center of the College? Yes__ No__

9. Have you received information about employment possibilities from individual professors? Yes__ No__

C. 10. Did you feel that you were observed and given sufficient feedback on classroom activities by college personnel? Yes__ No__

11. Did you feel that you were observed and given sufficient feedback on classroom activities by cooperating teachers? Yes__ No__

12. If a problem occurred, were proper channels available for discussion and action? Yes__ No__

13. Were the schedules of college courses and classroom assignments coordinated? Yes__ No__

14. What ideas do you have for coordination of activities? (see 12 and 13 above)

_____

_____

_____

_____

15. Was indoctrination to the program, prior to assuming teaching duties, sufficient? Yes__ No__

DIRECTIONS: Please circle the number of the rating scale which most nearly, in your opinion, applies to the following statements:

1 - usually
2 - occasionally
3 - seldom

16. The Center provided opportunities to put "theory" into practice. 1 2 3

17. Working with 3 cooperating teachers strengthened the opportunity to apply "methods" course material. 1 2 3

18. College staff were available for individual conferences. 1 2 3

19. There were opportunities for professional relationships with College professors 1 2 3

20. I was able to apply material from my academic minor to classroom situations. 1 2 3

21. I was able to incorporate classroom situations with discussions during methods classes. 1 2 3

22. I would encourage other students to become involved in a Center approach. 1 2 3

23. It would be more beneficial to have two student teaching situations in different schools of the same system for a total of one year's experience. 1 2 3

24. It would be more beneficial to have two student teaching situations in different school systems for a total of one year's experience. 1 2 3

25. Preparation prior to beginning each teaching situation was adequate. 1 2 3

26. The competency-based program clarified my perceptions of the scope and depth of teaching. 1 2 3

27. Do you feel that a different intern program would have been more beneficial to you?

_____

_____

_____

_____

28. For what reasons did you choose the Hamburg Project?

_____

_____

_____

_____

_____

29. Did the program live up to your expectations?

_____

_____

_____

_____

30. This space is reserved for your personal comments.

Please indicate an address where you may be reached in late fall.

_____

_____

Thank you!

Appendix B

Colleges, other than Fredonia, attended by interns.

Foreign	Community Colleges		Private	
University of Copenhagen	(1)	Erie County	(1)	Concordia (1)
		Jamestown	(1)	LeMoyne (1)
		Monroe	(2)	University of Southern Florida (1)
		Sullivan County	(1)	

Appendix C

Employment information request which was presented on a self-addressed, stamped postcard.

Name _____

Home Address _____

Employment Data:

Number of applications filed: ___

School _____

Department Store _____

Business Office _____

Business _____

Construction _____

Armed Services _____

Other _____

_____

_____

_____

_____

Position Accepted: Place _____

Date _____